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ABSTRACT

Listed and briefly described are resource materials on the mainstreaming of handicapped children, selected for use in the training of professionals, parents, and students. Included are references to 20 instructional materials (filmstrips, slides, and cassettes), 29 films and videotapes, and 30 print resources. Usually provided in the references are title, author or producer, date, and a brief summary of the contents. (IM)

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MEDIAGRAPHY ON MAINSTREAMING

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INTRODUCTION

Mainstreaming of handicapped children is a new and significant emphasis in special education. Currently, more than ever, it is important that professionals be informed and trained--using a variety of resources--in handling special children. In order to aid in the development of successful inservice programs in mainstreaming, the following mediagraphy has been compiled for the field.

For convenience of presentation, this mediagraphy is categorized into three main sections: Instructional Materials, Films and Videotape, and Print. The instructional materials, films and videotape have been alphabetized by title; the print, by author.

This information is a selection of resources pertinent to the training of professionals and parents and in some instances, students about exceptional students. It does not purport to be a comprehensive listing, especially the print section, but does cover most of the mainstreaming instructional materials, films and videotape on the market today.

As an overview, this mediagraphy attempts to bring together in one central source media specifically geared to the concept and application of mainstreaming.

INSTRUCTIONAL MATERIALS

All together now (audio cassettes). Reston, Va.: Council for Exceptional Children, n.d. A multimedia package that incorporates numerous aspects of mainstreaming. Cassette titles include: Mainstreaming: What Is It?, Planning at the State Level, Leadership of District Administrators, Teachers Helping Teachers, Resource Rooms, and Facilitating Change.

Approaches to mainstreaming (filmstrips/cassettes). Boston: Teaching Resources Corp., 1976. The series is intended primarily for regular classroom teachers who may have little or no background and experience with special-needs students. The information and suggestions, presented in nontechnical terms, focus on specific day-to-day considerations and problems that classroom teachers commonly encounter.

Children learn together: The integration of handicapped children into schools (slides and script). Syracuse, N. Y.: Syracuse University, Human Policy Press, 1974. The focus is on integration of handicapped children into regular schools, including discussion of the history of exclusion and segregation of disabled children as well as court decisions, parent power, and changing attitudes.

Classroom activities for helping children with special needs. New York: Center for Applied Research in Education, Inc., n.d. Classroom activities in six units are aimed at instructing students with special learning needs. Each unit contains individual and group activities for a range of grade and ability levels aimed at hyperactive students, reluctant readers, slow learners, perceptually handicapped children, and under-achievers.

Coming back...or never leaving: Instructional programming for handicapped students in the mainstream (filmstrips/cassettes). Columbus, Ohio: Charles E. Merrill, 1977. Coordinated text and sound filmstrips show preservice and inservice teacher how to integrate handicapped children in the regular classroom. Offers a comprehensive service plan; examines identification, referral, placement, assessment, instructional programming, and program evaluation.

Comprehensive special education in Texas (slides/cassette). Austin: Texas Education Agency, 1973. An overview of the Texas State Plan for providing exceptional children with appropriate services. The focus is on the implementation of the plan to meet the needs of Texas Senate Bill 230.

Computer assisted renewal education (CARE): Computer-based inservice teacher education for mainstreaming handicapped children (computer courses). Pennsylvania State University, 1970. This series of self-contained, college-level, computer-assisted instruction courses help regular classroom teachers develop clinical sensitivity and diagnostic awareness of

the strengths and weaknesses of handicapped and normal children. CARE is principally oriented toward preschool and primary-level elementary teachers, but the courses may also be of interest to secondary teachers and other personnel.

HI-FI (Hearing Impaired Formal Inservice Program) (audio-cassette, videocassette, transparencies). Washington, D. C.: National Audiovisual Center, 1976. The manual, transparency masters, audiotape, and videotape all are part of a comprehensive inservice workshop program aimed at preschool through secondary teachers who may have a hearing impaired child in their classes.

"Let's" series modules. (Project PREM, training modules.) Austin: University of Texas, 1976. Designed to develop cognitive and attitudinal competencies for working with mildly handicapped students in the regular classroom, the series of ten training modules, in the form of individual learning packets, can be used for both preservice and inservice training of regular educators. It covers individualized instruction, testing and observation techniques, career education adaptations, and sources and development of instructional materials.

Mainstreaming (audiocassette). Bloomington: Indiana University, Specialized Office #4, 1972. An inservice packet focusing on ways that existing practices in financing special education and training of teachers and administrators impedes mainstreaming.

Patchwork (filmstrip/cassette). Washington, D. C.: National Audiovisual Center, 1975. Designed to introduce public school teachers to the learning problems of mainstreamed hearing impaired students, this filmstrip and cassette can be used as part of an inservice program. The filmstrip aids the teacher in identifying the disability and in using teaching techniques and media that will help the student.

The preparation of regular classroom teachers to work with students with special learning problems: A preservice training project. Greeley, Colo.: Department of Special Education and Rehabilitation, 1974-75. Materials consisting of 25 units contained in large three-ring notebooks--each with goals, objectives, activities, evaluation, and resources used to aid college faculty in preservice training of regular classroom teachers to work with special children.

Project mainstream (audiocassettes). Tulsa, Okla.: Educational Progress, 1976. A two-level learning system designed for handicapped learners with mental ages of 4 to 10 years. It can be used by regular or special education teachers, administrators, or support personnel for aid in writing, developing, and implementing individual education plans for specified handicapped learners. Learner behaviors within the areas of aural skills development, visual skills development, and social-emotional development are represented in this program.

Public law 94-142: The education for all handicapped children act of 1975 (filmstrips/cassettes). Reston, Va.: Council for Exceptional Children, 1976. This filmstrip/cassette package developed by the Bureau of Education for the Handicapped, United States Office of Education, is used to assist teachers, administrators, and the general public in understanding both the intent and the complex provisions of P.L. 94-142. There are many implications for mainstreaming throughout the act.

Special education--an opportunity, an obligation (filmstrips/cassettes). New York: J. A. Preston Corp., 1977. To inform and prepare principals, school boards, special education directors, and teachers on the following elements of P.L. 94-142: the law, its opportunities and obligations; funding search and evaluation procedures utilized with handicapped children; the development of individualized education plans (IEPs); how to set up a mainstreamed classroom, a special education classroom and other alternatives.

Systems ONE: Orientation to normal environment (filmstrips/cassettes). Salt Lake City, Utah: Media Systems, Inc., n.d. A complete orientation to integrating hearing-impaired children into regular, upperelementary classes. Covers peer and family orientation, classroom management, speech, language, and reading. For preservice and inservice training, as well as parents.

The teacher training program (TTP): Mainstreaming mildly handicapped students in the regular classroom (multimedia kit). Austin, Texas: Education Service Center, Region XIII, 1975. The TTP, a multimedia program, is aimed at building those skills, concepts, and attitudes necessary for the regular educator to successfully mainstream handicapped students into the regular classroom. The program addresses: individualizing instruction, alternative behavior management strategies, and the interaction of regular and special educator. TTP is applicable for pre- or inservice training, K-12.

Upset in polymer: An experience in mainstreaming (kit). Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, n.d. The kit leads the participants through roleplaying and simulation activities to create an experience in mainstreaming under prescribed circumstances; after this the participants simulate a planning session for the school district, thus summarizing and synthesizing their previous role playing activities.

What is a handicap? (filmstrips/cassettes). Santa Monica, Calif.: B.F.A. Educational Media, 1976. The package is directed towards regular students who may have to deal with handicapped students in their classroom. The four sound filmstrip programs are useful in developing awareness of important considerations in dealing with the handicapped.

Where the children are (slides and script). Syracuse, N. Y.: Syracuse University, Human Policy Press, 1974. Describes the child advocacy movement, its strategies, and progress. Included are close looks at efforts to integrate the disabled into group homes and independent apartments; to place severely disabled preschool age children in typical day care centers; and to open the public schools to all children.

FILMS AND VIDEOTAPE

Blinded children in sighted physical education classes. Film/20 minutes/color/n.d./DeKalb, Ill.: Northern Illinois University, Audio Visual Center. Focuses on attitudes of blind children and their acceptance by sighted children in the regular physical education program of elementary and junior high school.

A blind teacher in a public school. Film/23-1/2 minutes/color/1976/Chicago: International Film Bureau, Inc. Shows how one blind man carried out his daily responsibilities as a full-time teacher of seventh-grade English; it is stressed that blindness does not automatically disqualify a person from a teaching career.

A child is a child. Film/8 minutes/color/1973/Hollywood, Calif.: AIMS Instructional Media Services. Shows children with and without handicapping conditions integrated in the Preschool Laboratory at California State University, Northridge. Emphasis is on similarities--not differences--between all children; aims to dispel erroneous ideas about working with children with handicapping conditions.

Children are not problems...they are people. Film/27 minutes/color/1975/Lawrence: University of Kansas, Bureau of Child Research. An experimental early childhood education program at the University of Kansas where normal children are taught in the same classroom with mildly to severely handicapped children.

Donna (learning to be yourself). Film or videocassette/15 minutes/color/n.d./Bloomington, Ind.: Agency for Instructional Television. Helps children understand how to accept the things that make them different from others, and yet how the process of becoming a person is in many ways the same for everyone. (Donna is blind.)

From here to there. Film/25 minutes/b&w/n.d./Austin: Visual Instruction Bureau, University of Texas. Factual introduction to the problems of the blind for their sighted schoolmates and for the general public. Demonstrates the development of skills in orientation and mobility of blind children, beginning with entrance to school and continuing through high school.

Handicapped children: An invitation to creative teaching (Media for Mainstreaming programs). Videotape, videocassette/ or slide-tape/18 minutes/b&w or color/1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Examples of innovative activities stimulated by the presence of handicapped children in the classroom.

Head start screening: The fork in the road (Media for Mainstreaming programs). Videotape, videocassette/ or slide-tape/15 minutes/b&w or color/1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Conducting a comprehensive and low-cost screening program for communication handicaps.

He comes from another room. Film/28 minutes/color/1974/Washington, D. C.: National Audiovisual Center. Documents the transition of two emotionally handicapped children from specialized to regular third grade classes. Includes classroom and field-trip scenes, illustrating how both special education and regular teachers cope with the changes.

I am the child (Media for Mainstreaming programs). Videotape, videocassette/ or slide-tape/15 minutes/b&w or color/n.d./Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Techniques for recruiting handicapped children for enrollment in regular Head Start programs.

Integration of children with special needs in a regular classroom: Lexington teacher training project. 10 videocassettes/20-30 minutes each/color/ 1974/Bloomington, Ind.: Agency for Instructional Television. This series is designed to help teachers recognize and work with individual differences that affect children's learning development. Helps special education teachers apply their skills in the setting of the regular classroom.

Julia. Film/10 minutes/color/1968/New York: Holt, Rinehart and Winston. Julia becomes withdrawn in class, is tested, and found to have a hearing impairment. Shows the problems of working with a handicapped child in the classroom, providing realistic stimulus material for discussing what the teacher should do with a hearing-impaired child in her class. Open-ended conclusion. Study guide available.

Kindergarten. Videotape/20 minutes/b&w/n.d./Ontario, Can.: National Institute on Mental Retardation. Teachers, principal, and child's mother discuss the successful integration of a little girl with Down's Syndrome in an open classroom setting.

Lap: Assessment for action (Media for Mainstreaming programs). Videotape or videocassette/38 minutes/b&w or color/1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Using the Learning Accomplishment Profile (LAP) as an assessment instrument for daily classroom action.

The Madison school plan. Film/10 minutes/color/n.d./Hollywood, Calif.: AIMS Instructional Media Services, Inc. This plan provides a setting allowing for the free flow of children between regular classes and a specialized facility called the Learning Center; aims to offer maximum integration of exceptional children into the classroom.

Nicky: One of my best friends. Film/15 minutes/color/1976/New York: McGraw-Hill Films. Nicky, who is blind and has cerebral palsy, is seen attending school as just another fifth grader. Nicky is observed on his way to school, in class, working and playing with other students.

Nutritional activities for a mainstreaming classroom. (Media for Mainstreaming series programs). Videotape or slide-tape/17 minutes/b&w or color/1975/ Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. A set of small-group cooking activities that both handicapped and nonhandicapped children can benefit from.

Out of left field. Film/7 minutes/color/n.d./New York: American Foundation for the Blind. Panel explores the question of integrating blind youths into sighted physical activities and recreation groups. Depicts blind youngsters engaged in recreational activities with their sighted peers.

Partners in learning. Film/45 minutes/color/n.d./Berkeley, Calif.: Bradley Wright Films. Demonstrates numerous means by which average classroom teachers are meeting the needs of pupils with learning disabilities in a large suburban school district.

Pay attention: Problems of hard of hearing children. Film/31 minutes/b&w/n.d./ New York: New York University Film Library. Presents ways of working with hard of hearing children in regular classrooms and offers methods for early diagnosis of hearing difficulties.

Putting the pieces together (Media for Mainstreaming programs). Videotape, videocassette/ or slide-tape/17 minutes/b&w or color/1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Setting up a system for coordinating a team of community-based professionals for the diagnosis and treatment of handicaps.

Removing learning handicaps through classroom organization (Media for Mainstreaming programs). Videocassette, videotape/ or slide-tape/15 minutes/b&w or color/ 1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Organizing a classroom into special interest areas to create a superior learning environment for handicapped children.

Some of our schoolmates are blind. Film/20 minutes/color/1960/New York: American Foundation for the Blind. Blind and sighted children are educated in a public elementary school in Temple City, California, with the blind shown in the regular classroom, on the playground, and in sessions with special teachers.

That's me. Film/30 minutes/color/n.d./New York: United Cerebral Palsy Association. Shows a program for multi-age groupings of a variety of handicapped children. Emphasizes the similarities between this individualized program and a good early childhood program.

Through different eyes. Film/15 minutes/color/1970/Warren, Mich.: Peach Enterprises. Features retarded children in a day-training program, receiving specialized training for their handicaps. Examines social needs of the children as well as the impact a retarded child has on the rest of the family. The public school program illustrated in this film shows how TMR's can be absorbed into the local community educational system.

Trust makes it all work (Media for Mainstreaming programs). Videotape, videocassette/ or slide-tape/15 minutes/b&w or color/1975/Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center. Building a foundation of trust in order to serve the parents of handicapped children.

Victor. Film/25 minutes/color/1975/Durham, N.C.: Shadowstone Films. Captures the realities of educating a child with an exceptionality, the film deals with parental involvement, teacher awareness and sensitivity, support services, continuity from elementary school to secondary, administrative concerns, university training, and political issues.

We can grow. Film/13 minutes/color/n.d./New York: ACI Films, Inc. Shows young children with various disabilities in a school setting, describing how impaired sensory modes can be supported by healthy modes. The film - for children and adults - develops the idea that in spite of their handicaps, these children are very much like their normal peers.

What color is the wind? Film/27 minutes/color/1973/Los Angeles: Allan Grant Productions. True story of twin boys, one born blind, and their parents' determination to treat both equally. The father discusses his feelings, and children in a regular nursery school are introduced to and accept the child's blindness.

PRINT

Abelson, A. Measuring preschools' readiness to mainstream handicapped children. Child Welfare, March 1976, 55(3), 216-220. Forty-five preschools were surveyed to determine the appropriateness of their programs and facilities for mainstreaming handicapped children. Information was gathered through on-site observation, interviews with the directors, and a written questionnaire.

Aiello, B. Making it work: Practical ideas for integrating exceptional children into regular classrooms. Reston, Va.: Council for Exceptional Children, 1975. This collection of suggestions and ideas can be used by both regular and special educators for integrating exceptional children into the regular class setting. Articles describe prototypical mainstream models; information helps the special educator begin to serve as a mainstream resource person; persons directly involved in mainstream education are interviewed.

Baker, C. Special education preservice training of general educators. Colorado Journal of Educational Research, Winter 1976, 15(2), 14-16. Briefly described is a 3-year project designed to adapt existing materials and develop new materials appropriate for preparing teachers to program for the handicapped child in the regular classroom.

Bikien, D. Let our children go. Syracuse, N. Y.: Human Policy Press, 1974. A manual for action, directed towards parents of handicapped children and advocates who wish to see the handicapped receive educational opportunities available to regular students.

Brill, R. Mainstreaming: Format or quality? Maryland Bulletin, April 1976, 96(4), 49-53. Low incidence figures, the nature and effect of the educational handicap, and the requirements of specialized teacher competencies and ancillary services are cited to support the existence of segregated programs for deaf children.

Cantrell, M. Preventive mainstreaming: Impact of a supportive services program on pupils. Exceptional Children, April 1976, 42(7), 381-386. The effects of a "support teacher" program in maintaining exceptional and potentially exceptional children within the regular school program were investigated in 723 first-graders in experimental schools (having trained support teachers) and 355 first-graders in control schools.

Cleary, M. Please know me as I am. Massachusetts: Jerry Cleary Co., 1975. A practical guide for teachers working in the mainstream setting which suggests classroom activities (mostly affective experiences) for regular elementary school children to enable them to empathize with the special problems of exceptional children.

Descriptions of innovative training programs directed toward: 1. Integration of children with special needs in regular classrooms; 2. Serving severely handicapped children. Boston: Boston University, New England Special Education Instructional Materials, 1973. Presented alphabetically are 35 descriptions of innovative training programs on the above topics. Many of the training programs offered are in a variety of formats: games, film, video, audiotapes, and kits.

Edgington, D. The physically handicapped child in your classroom: A handbook for teachers. Springfield, Ill.: Charles C Thomas, 1976. Intended for regular classroom teachers, the book describes the special needs of children with the following types of physical handicaps: cerebral palsy, spina bifida, muscular dystrophy, cystic fibrosis, epilepsy, and Legg-Perthes disease.

Edmonds, M. Accountability for all children in the regular classroom. Language Arts, April 1976, 53(4), 425-427. Educational accountability is the focus of a case study of a learning-disabled third-grade student whose placement in a regular class employed individualized instruction and stressed peer cooperation resulted in significant reading, social, and academic gains.

The Exceptional Parent, February 1976, 6(1). This entire issue focuses on mainstreaming, dealing with its affective aspects. Three educators offer pro and con arguments, one questioning whether it's a critical issue at all. The issue serves as a good resource of ideas for both professionals and parents.

Gearheart, B. R., & Weishahn, M. The handicapped child in the regular classroom. St. Louis: C. V. Mosby Company, 1976. This 234-page textbook is intended to guide the regular classroom teacher in working with the handicapped child. It places the education of handicapped children in historical perspective before discussing recent programming efforts. A variety of handicapping conditions are considered; as is the influence of teacher attitudes on levels of expectation.

Grotsky, J., Sabatino, D., & Ohrtman, W. The concept of mainstreaming: A resource guide for regular classroom teachers. Harrisburg: Pennsylvania Department of Education, 1976. A resource guide developed to assist regular classroom teachers in becoming familiar with the educational needs of exceptional children who will either remain in the regular classroom or be returned to the regular classroom. The guide uses a question-and-answer approach to convey helpful information on the mainstreaming of exceptional children in the Commonwealth.

Guralnick, M. J. The value of integrating handicapped and nonhandicapped preschool children. American Journal of Orthopsychiatry, April 1976, 46(2), 236-245. Guralnick offers a rationale for modeling and integration of young children in the preschool class which can provide general benefits. The article points out that random peer interaction for the simple presence of nonhandicapped children in the preschool class is usually not sufficient to promote change. Further study in guiding and encouraging systematic, planned interaction among the children is required.

Holloway, A. Classroom forum. Focus on Exceptional Children, March 1976, 8(1), 11-12. The article provides an answer to a third-grade teacher's question regarding mainstreaming special children into the regular class. Ideas for establishing a supportive environment are listed which include acknowledging that everyone has problems, and suggestions (such as visiting the child before he enters class) for the teacher to keep in mind during integration.

Keogh, B., & Levitt, M. Special education in the mainstream: A confrontation of limitations? Focus on Exceptional Children, March 1976, 8(1), 1-11. The authors discuss the trend toward mainstreaming in special education and review research on the effects of mainstream efforts. Results are reported in terms of demographics, teacher perceptions, achievement tests, and teacher attitudes.

Lowenbraun, S., & Afflech, J. Teaching mildly handicapped children in regular classes. Columbus, Ohio: Charles E Merrill, 1976. The book provides rationale and suggested methods for teaching mildly handicapped students in regular classes. The bulk of the document comprises an analysis of procedures for teaching academic skills to mildly handicapped students.

Mainstreaming: Program descriptions in areas of exceptionality (Exceptional Child Bibliography series no. 623). Reston, Va.: Council for Exceptional Children, n.d. This bibliography contains titles chosen in response to user requests and an analysis of current trends in the field. The abstracts for each title are selected from a computer search of Exceptional Child Education Abstracts (ECEA) and the Education Resources Information Center (ERIC)'s Current Index to Journals in Education (CIJE) data base.

Mainstreaming (selected and annotated bibliography). PRISE Reporter, no. 7, September 1975 (King of Prussia, Pa.) Pennsylvania Resources and Information Center for Special Education. An annotated bibliography citing literature on mainstreaming, this listing reflects the fact that most definitions, comments, statements, and positions concentrate on placement and administrative issues; only a relatively few statements deal with instructional procedures and activities.

Martin, M. Mainstreaming bibliography. Norristown, Pa.: Montgomery County Intermediate Unit Special Education Center, 1976. This bibliography was developed in conjunction with the mainstreaming component of the Learning Disabilities program at the Montgomery County Intermediate Unit. It provides a cross-section of printed materials from a range of sources.

Mosley, W. A model program for training teachers of the mildly handicapped. Teacher Education Forum, March 1976, 4(4), 24p. The development, operation, and evaluation of an experimentally based teacher training program, the Mildly Handicapped Program (MHP), is described. Its overall concern is to develop teachers who, in the public school classroom setting, obtain the best possible results from elementary age children in special and/or regular classroom settings.

Nix, G. W. Mainstream education for hearing impaired children and youth. New York: Grune & Stratton, 1976. Presented are 20 papers which discuss the mainstreaming of hearing impaired students in terms of auditory-perceptual and psychosocial aspects, problems and practices, administrative aspects, and exemplary programs and materials.

Peterson, R. Mainstreaming training systems, materials, and resources: A working list (3rd ed.). Minneapolis: University of Minnesota, 1976. This list of 23 training systems, materials, and resources on mainstreaming was identified by the Leadership Training Institute in Special Education. Each one-page entry includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are a range of timely and current resources such as: National Instructional Materials Information System (NIMIS) and Exceptional Teaching: Fundamentals, Operations, Resources, Environment (FORE).

Peterson, R. Mainstreaming: A working bibliography (2nd ed.). Minneapolis: University of Minnesota, 1976. This bibliography assembles as many sources and references related to mainstreaming as possible, but it claims to be neither comprehensive nor complete. Important related topics, such as "individualizing instruction," have not generally been included; citations have not been evaluated.

Reuth, M. Mainstreaming: A river to nowhere or a promising current? American Teacher, April 1976, 60(8), 1-4. Implications of mainstreaming are examined in terms of the history of special education, societal attitudes toward the handicapped, local teachers' unions' efforts, and current legislation. Teachers are urged to accept the basic premises of mainstreaming, including the child's rights to an education in the least restrictive environment, but to safeguard against misuses.

Siegel, E. Special education in the regular classroom. New York: John Day, 1969. Written before the term "mainstreaming" became current, this book is concerned with children who have mild handicaps. It was written to enable regular teachers to deal with these mild, sometimes undiagnosed problems.

Tutalo, A. Staff-development program. Unpublished Ph.D. dissertation, Nova Univ., 1975. Described are various aspects of a program for training school personnel to meet the special needs of mainstreamed children. The program is discussed in terms of responsibility, strategy, and steps taken by the principal in the implementation procedure. (ERIC No. ED 119 451)

Wynne, S. et al. Mainstreaming and early childhood education for handicapped children: A guide for teachers and parents. Washington, D. C.: Wynne Associates, Bureau of Education for the Handicapped, Division of Innovation and Development, 1975. Written primarily for educators and parents interested in the education of young handicapped children, the document contains a review and analysis of the research literature concerned with preschool mainstreaming in the context of the present range of preschool programs.

Yingling, P. Mainstreaming the hearing impaired child. Maryland Teacher, Spring 1976, 33(3), 11-14, 25, 26. Basic information for regular class teachers with hearing impaired students on etiology, audiograms, teaching methods, and hearing aids. Suggestions are given for preferential seating for the hard of hearing child, and three brief case studies serve to demonstrate appropriate teaching approaches.

Zufall, D. The exceptional person: Approaches to integration. Journal of School Health, March 1976, 46(3), 142-144. The integration of exceptional children at all levels of the public education system requires cooperative efforts of professionals in physical medicine, mental health, and education. Needed are more integrated preschools, identification and treatment (medical and educational) at the elementary level, class offerings adapted to differing abilities for the middle and high school levels, and innovative special programs at the college level.